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ABSTRACT

This English-as-a-Second-Language (ESL) assessment kit was designed for use by teachers and program managers who are involved in the initial interview, assessment, and referral of students and who are responsible for placement of learners in programs and classes. Its aims are to help the interviewer to: (1) identify the relative priority of reading and writing in the learner's language learning program; (2) allocate to all learners a learner type description (LTD), which represents levels of oral proficiency and is an indication of reading and writing needs; and (3) place learners in more appropriate groupings or indicate to teachers the kinds of reading and writing needs and priorities that they are likely to encounter in their classes. The outcome is an LTD that will be recorded as part of the profile of learners attained at the initial interview. Section A of the kit, "Assessment Procedures," contains the following: a list of LTDs and a checklist to help ensure that the relevant information is collected; suggested questions to help elicit information; and reading and writing tasks that may be needed at times in order to make decisions on LTDs. Section B, "Support Materials," contains an explanation of why certain criteria are important, a list of information that is already collected on the AMES Client Assessment Form, and further questions to ask students. Sample student forms are provided in 15 languages, and a glossary is included. (LB)

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ED339245

Sue Hood and Nicky Solomon

Reading and writing assessment kit

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INITIAL LEARNER INTERVIEW

An **ESL** assessment kit for the classroom

FL 800 203

BEST COPY AVAILABLE

READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE ONE

Initial learner interview

Prepared by
Sue Hood and Nicky Solomon

National Curriculum Resource Centre
Adelaide 1988

READING AND WRITING ASSESSMENT KIT
An ESL assessment kit
for the classroom

STAGE ONE
Initial learner interview

First edition produced and distributed
for the AMEP by the NCRC 1988

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Nicky Solomon

Nicky Solomon has been working with AMES since 1977. She has had extensive teaching experience in a number of programs. Her classroom teaching and teacher development work have focused in particular on the development of written language skills. She co-authored with Sue Hood *Focus on Reading: a handbook for teachers*, another NCRC publication. She is currently teaching in the English in the Workplace Program in NSW.

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The authors and publishers are grateful to the following organizations for permission to use copyright materials:

in *Stage One*
The 'Sun' for 'Road Runners';

in *Stage Two*
The 'Australian', for the classified employment advertisements;
Coles New World Supermarkets for the supermarket advertisements;
The 'Sun-Herald', for 'Migrants Ripped Off';
A.G.L. Sydney Limited for the gas bill;
The Council of the City of Sydney for the library membership application forms;
The Commonwealth Bank for the withdrawal form.

TO THE TEACHER

Who is the Kit for?

It is for use by teachers or program managers involved in the initial interview, assessment and referral of students (IAR), and responsible for placement of learners in programs and classes.

What does the Kit aim to do?

It aims to assist the interviewer to:

- identify the relative priority of reading and writing in the learner's language learning program;
- allocate to all learners a Learner Type Description, which will be an indicator of reading and writing needs;
- place learners in more appropriate groupings, or, indicate to teachers the kinds of reading and writing needs and priorities that they are likely to encounter in their classes.

What are the outcomes?

A Learner Type Description (LTD) will be recorded as part of the profile of learners attained at the initial interview.

How is the Kit organized?

Section A *Assessment Procedures* contains

- a list of Learner Type Descriptions, and a checklist to help ensure that the relevant information is collected at the initial interview;
- suggested questions to help elicit information needed;
- reading and writing tasks that may be needed at times in order to make decisions on LTDs.

Section B *Support Materials* contains

- an explanation of why certain criteria were considered to be important;
- a list of information that is already collected on the AMES Client Assessment Form.

RATIONALE

The two Kits (Stage One and Stage Two) correspond to two stages of the course design process when information of learner's reading and writing needs is required.

Stage One is for the initial interview and assessment of learners.

Stage Two is for classroom based assessment and objective setting.

Stage One

This part corresponds to the initial interview of learners. At this point sufficient information on the learner's background, needs and aspirations is required in order to place them in the most appropriate learning arrangements available.

In the past, placement of learners was done largely on the basis of oral proficiency ratings and resulted in large discrepancies in the reading and/or writing needs within classes. This meant additional problems for teachers in the already demanding task of implementing the learner-centred curriculum.

In order to overcome these problems, a more systematic assessment of reading and writing is required at the initial interview, to provide a general indication of the type of reading and writing needs a student has and the relative priority that reading and/or writing might be in that learner's program.

The Learner Type Descriptions were devised to be

broad categories which would allow all AMES clients to be assigned to a category;

loose categories where the 'best fit' category is a sufficient indicator;

few enough in number to be of practical use;

detailed enough in description to offer genuine guidance for placement decisions, and to give teachers some useful indicators for the direction of their programming.

Stage Two is presented in a separate kit.

SECTION A

Assessment procedures

HOW TO USE THE KIT

Familiarize yourself with the Learner Type Descriptions and the criteria used to assign them.
NOTE: these descriptions are not meant to be an exhaustive catalogue. They are general enough to cover the broad range of AMES learners and yet detailed enough to offer useful pointers to the kind of language program needed.

Use the criteria checklist to record relevant information collected during the course of the initial interview.

Assign a Learner Type Description to each student, and record it on the Client Assessment Form.
NOTE: as there is no space assigned for this at present, the place to record this information should be agreed upon by IAR staff.

In some cases you may need to ***ask additional questions*** to find out more about the student's reading and writing skills in L1 and/or English.

The section 'Further questions to ask' (page) may assist you here.

NOTE: L1 support may be needed.

If you are still uncertain about the appropriate Learner Type Description, you may need to use ***Additional reading and writing tasks*** (page 13).
NOTE: the tasks you choose will depend on what you already know about the learner (such as length of time in Australia, oral proficiency, the learner's expressed needs etc.).

Record the Learner Type Description on the Client Assessment Form.
(As there is no space assigned for this at present, the place to record this information should be agreed on by IAR staff.)

Record any other relevant comments (in addition to the LTD) on the 'Centre Only' page of the Client Assessment Form and can be passed on to the class teacher. Comments might, for example, look like this:

Learner Type 5

Reading

understood main ideas in personal letter;

found newspaper article difficult to read, yet could find specific information.

Writing

completed form-filling task successfully;

oral language errors reflected in free writing;

tried to spell phonetically;

didn't try to correct errors.

NOTE The procedures in *Stage I* do not offer a detailed diagnostic assessment of the learner's reading and writing skills. This is provided for in *Stage Two* which is a kit for use by classroom teachers.

LEARNER TYPE DESCRIPTIONS

The descriptions below are intended to supplement the profile of learners currently obtained at initial interview. They will assist in making decisions about placement of learners and courses to offer.

They are broad, loose categories, reflecting the wide range of AMEP clients. Each category provides an indication of the relative priority of reading and writing in language learning, and an indication of the kinds of reading and writing needs of learners.

1. Low oral proficiency.

   Illiterate in L1.

   Problems with reading and writing in English.

   Needs to develop reading and writing for survival needs and to assist in language learning.

2. Low oral proficiency (AMES 0→1.0) (ASLPR→ 0 +).

   Literate in L1.

   Reading and writing skills in English commensurate with oral language skills.

   Needs to develop reading and writing for survival needs and to assist in language learning.

3. Range of levels of oral proficiency (AMES 1.0→) (ASLPR 1→).

   Formal education in L1.

   Some formal EFL or ESL background.

   Reading and writing skills in English at least commensurate with oral language skills.

   Wants to develop all skills in English for work or study purposes.

4. Higher oral proficiency (AMES 1.5→) (ASLPR 1→).
   Literate in L1.

   Reading and writing skills in English commensurate with oral language skills.

   Wants to develop reading and writing as part of general language development or wants to focus on oral language development.

5. Informal contact with English and some conversational language (AMES 1.0➔ 2.0) (ASLPR 0 + ➔1).

Formal education in L1.

Often non-roman script background.

Reading and writing skills lag behind oral language skills.

Needs to develop all aspects of English language.

Needs initial emphasis on the development of reading and writing skills in English.

6. Higher oral proficiency (AMES 2.5➔) (ASLPR 1 + ➔).

Reading and writing skills in English lag behind oral language skills.

Reading and writing skills may range from illiteracy in English through to intermediate levels.

Needs to develop reading and writing in English.

7. Higher oral proficiency (AMES 2.5➔) (ASLPR 1 + ➔).

Reading and writing skills in English lag behind oral language skills.

Reading and writing skills may range from illiteracy in English through to intermediate levels.

Wants to improve oral language skills.

CRITERIA CHECKLIST

Oral proficiency	AMES	☐
	ASLPR	☐
Reading and writing skills in L1		
	Illiterate in L1* (unable to fill in form)	☐
	Literate* (able to fill in form)	☐
Education in L1	years	☐
Script in L1	roman	☐
	Non-roman	☐
Expressed interest in reading and writing	Yes	☐
	No	☐
Reading and writing skills in English*	Higher than oral	☐
	Commensurate with oral	☐
	Lower than oral	☐
Previous formal English learning	Years overseas	☐
	Courses in Australia	☐

* a rough indication only, but provides teachers with some relevant information.

SECTION B

Support materials

RELEVANT INFORMATION ALREADY COLLECTED ON CLIENT ASSESSMENT FORMS

As part of the initial interview, a range of information is recorded on assessment forms. Some of this information will help teachers select learner-type descriptions.

Date of Arrival in Australia

Indicates learner's length of time in Australia.

Years of Education

Indicator of the learner's possible level of literacy development in L1 but insufficient by itself.

Occupation in Native Country

A further indicator of literacy development in L1 in that it may suggest the sorts of reading and writing tasks the learner could perform.

An indicator of the learner's possible learning goals for English in general, and reading and writing in particular.

Occupation in Australia

An indicator of literacy development in English in that it may suggest the sorts of reading and writing task the learner could perform.

An indicator of the learner's possible learning goals for Engliah in general, and reading and writing in particular.

English language study not in Australia

An indicator of pervious experience with formal language learning.

An indicator of learner's reading and writing skills in English in that formal ESL of EFL learning will have involved at least exposure to, if not focus on, reading and writing.

English language study in Australia

An indication of previous experience with formal language learning.

An indication of exposure to written English.

Country of Birth or main language spoken at home

Evidence of whether the learner's L1 has a roman or non-roman script, but insufficient alone to show whether the learner is literate in a roman-script language.

Other language

An indicator of whether the learner is literate in a roman-script language, but further specific questioning will be needed.

ORAL PROFICIENCY A criterion in learner-type descriptions.

CLIENT RESOURCES (e. g. private study) An indicators of the learner's reading and writing skills in English.

NOTE Taken alone, information in many of the above categories is insufficient to identify a learner-type description, but it will serve as prompts for further questioning to elicit more information.

FURTHER QUESTIONS TO ASK THE STUDENT

1. Question about reading and writing in L1

Some or all of these questions may be helpful if the learner has had limited schooling in L1 (say less than six years), or if you suspect the learner may have difficulties with reading and writing in L1.

Do you have any problems reading and writing in Lx?

Did you have to read or write things in your job? What things?

What sort of things can you read in Lx?

Prompts:
signs or advertisements
forms
messages
notices
letters
newspapers
books
other

What sort of things can you write in Lx?

Prompts:
name and address
forms
short notes
letters
just a few words
other

If the learner's L1 has a non-roman script (e.g. Arabic), but the learner speaks another roman-script language (e.g. French).

Can you read and write in (e.g. French)?

2. Questions about reading and writing in English

You may wish to use these questions if you suspect that the learner may have problems reading or writing English (e. g. because of low oral proficiency, poor literacy in L1).

Can you read in English?

What sorts of things can you read in English?

Prompts:
- signs or advertisements
- forms
- messages
- work reports
- letters
- newspapers
- textbooks
- other books

Can you write in English?

What sorts of things can you write in English?

Prompts:
- name and address
- forms
- reports at work
- messages
- letters
- some words
- other

If the student has had previous English-language-learning experience either in or outside Australia

Did you have any problems reading or writing in your classes?

If the learner studies English outside the classroom

What sort of things do you use to learn English?

Prompts:
- books
- newspapers

3. Questions about needs, goals and priorities for reading and writing in English

The answers to these questions may help you reach decisions about all students' needs, goals and priorities for reading and writing in English.

Do you feel that reading and/or writing in English is a problem for you at the moment?

or

Do you think it is important for you to learn to read and write better in English now?

Are there any things that you would especially like to be able to read or write better?

Prompts: work
home
school

ADDITIONAL READING AND WRITING ASSESSMENT TASKS

1. Tasks for reading and writing skills in English

These tasks will help you decide about the level of development of a learner's reading and writing skills.

Task 1 Understanding sight words

Instructions: ask the student to read the sight words.

What to look for: understanding of the text rather than pronunciation;

ability to predict meaning from contextual clues, such as, the shape or colour of sight-words.

STOP

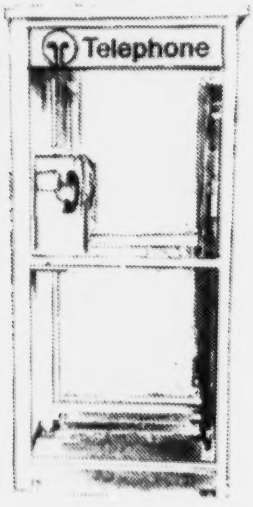
ONE
WAY

NO
SMOKING

POLICE

Ambulance

Fire


Telephone

OPEN

TRADING HOURS
MON-THURS. 9-10
FRI. & SAT. 9-11
SUNDAY 10-10

AIR MAIL
PAR AVION

Task 2 Understanding main ideas

Instructions: select one of the texts on the following pages:

(a) a personal story
(b) a personal letter
(c) a newspaper article

give the student time to read the complete text to him or herself;

explain that you will ask questions when he or she has finished;

ask the student to retell the general meaning of the text;
and/or

ask the student questions to check comprehension.

What to look for: understanding of the main ideas of the text.

My life in Australia

When I first arrived in Australia I was afraid of everything. I couldn't speak any English or even understand what people said. Also the way people lived was so different to the way we lived in Korea.

Now, six months later, things are getting better, although I still worry about a few things.

The English language is my biggest problem. I studied English at high school in Korea for six years, for four hours a week, but my English still isn't good enough to join in conversations with Australians, to read books and magazines without using a dictionary, or to get the sort of job I want.

41 Smith St
Burwood
N.S.W. 2134
14th July

Dear Sonia and Tony,

Thanks for your letter. It's always good to hear from you. I'm pleased you are all well.

The big news here is that we've finally bought a house. We'll be moving in next week. Notice the new address above. It's a nice old 3 bedroom place. It's not far from where we are now - so the children can stay at the same school. They are growing up so quickly. Julia is in Grade 3 and Mark is in Grade 1. They both seem to like it a lot.

We hope you can come and see us in Sydney sometime soon.

In the meantime, keep in touch.

Love, Jenny.

ROAD RUNNERS RISK THIS . . .

THIS is certainly NOT what the doctor ordered.

Dr Bob Bartle jogged for fitness and health, but a road run last week took him straight back to hospital — as a patient.

The Wollongong medico was struck by a motorcycle and copped a badly fractured leg and some nasty cuts and bruises.

But traffic authorities say he is lucky to be alive.

They point out it is illegal to run on the roadway if a footpath is provided.

The offence carries a $20 penalty. And don't think it will be overlooked.

JUST ASK DOCTOR BOB

BY SUE GREENWOOD

Mr Stuart Murray, a Sydney businessman, was fined last July when he took to court a motorist whose car brushed him while he jogged along a gutter in Frenchs Forest.

The driver was cleared of negligent driving and Mr Stuart was left $20 out of pocket.

With daylight hours dwindling as winter draws near, the NRMA is urging runners to steer clear of roads.

"If joggers must run on the road, then they should realise they are a traffic hazard and doing the wrong thing," says an NRMA spokesman.

"Most people jog in the evening or early in the morning when there isn't a great deal of light. "If you run in the dark then luminous safety crosses should be worn, or wear something else that will let cars know you are on the road too."

The NRMA advises strongly against wearing stereo headsets while running, particularly if jogging with your back to traffic.

● Keen jogger Dr Bob Bartles . . . brush with motor bike

Task 3 Form-filling and knowledge of the English alphabet

Instructions: ask the student to fill in the form;
then ask the student to spell his or her name.

What to observe for: ability to understand the information required;
ability to complete form;
need to copy information or ask for help;
legibility of script;
knowledge of the English alphabet.

Name: .....

Address: .....

.....

.....

Telephone: .....

Country of Birth: .....

Languages spoken: .....

Date of Arrival in Australia: .....

Task 4 ***A writing task*** (for students who could complete the form)

Instructions: ask the student to do a writing task.

NOTE: tell the student why he or she is being asked to write (i.e. to give the teacher an idea of his or her writing skills). Stress that it is not a test but a way of finding the most suitable class.

suggest a topic and purpose;
relate it to a personal experience and/or link it to an earlier reading task, for example:

(i) Imagine you are writing a letter to a friend overseas. Write something about your life in Australia:

- your family
- where you live
- your work, or search for work
- your English classes

(ii) Write a reply to the personal letter in Task 2.

encourage students to go beyond formulaic writing, if possible.

What to observe for: confidence and ease in writing;

ability to convey a message in writing;

management of English written form:
- organization of the whole text, such as paragraphing and cohesion
- structures at the sentence level
- spelling
- punctuation

editing and self-correcting strategies.

2. Tasks for reading and writing skills in L1

Task 5 Form-filling in L1

Instructions: give the student the form in L1 (see the English version below);
ask the student to fill it in in L1.

What to observe for: understanding of what is required in the task;
understanding of individual items;
ability to respond to items;
fluency of writing.

Write your information in L1 where possible

Name: .....

Address: (in English) .....

.....

.....

Telephone: .....

Country of Birth: .....

Languages spoken: .....

Date of Arrival in Australia: .....

ARABIC

سجـــــل معلوماتـــك باللغـــة العربيـــــة إذا أمكـــــــن

الاســـــــم : _____

العنوان (مكتوبا باللغة الانجليزية) : _____

مكـــان الميلاد : _____

اللغات الوطنيـة المستعملـــة : _____

تاريخ الوصـــول الى استراليـــا : _____

CHINESE

請盡量以中文填寫下列表格

姓名：_____

地址：（請用英文）：_____

_____

出生國家：_____

能說何種方言：_____

到達澳洲日期：_____

CROATIAN

NAPIŠITE TRAŽENE PODATKE NA HRVATSKOM JEZIKU, AKO JE MOGUĆE.

Ime _____

Adresa (na engleskom) _____

_____

Zemlja rođenja: _____

Koje jezike govorite? _____

Datum dolaska u Australiju _____

FARSI

اطلاعات مربوطه تا پرجاکه لازم است بزبان فارس بنو یسید !

اسم : _____

آدرس : _____

(بزبان انگلیسی) _____

نام کشوری که درآن _____
متولد شده اید ؟

زبان حا یی که : _____
صحبت میکینند ؟

تاریخ ورود به استرالیا : _____

ITALIAN

Scrivere l'informazione in italiano dove possibile

Nome:.....

Indirizzo (in inglese):.....

.....

.....

Paese di nascita:.....

Lingue parlate:.....

.....

Data di arrivo in Australia:.....

KHMER

សូមសរសេរចុះនូវសេចក្តីពាក្យការណ៍អំពីខ្លួនឯង ជាភាសាខ្មែរ
បើអាចធ្វើបាន ។

តាមនិយមានមកភូល : _____

អាសិយដ្ឋាន (ជាភាសាអង់គ្លេស) : _____

_____

ស្រុកទេសកំណើត : _____

ភាសាអ្នកនិយាយ : _____

ថ្ងៃ ខែ ឆ្នាំ ដែលបានចាប់ផ្តើមទេសន្តរប្តី : _____

KOREAN

가능한 한 한글로 쓰십시오.

이름 : _____

주소 (영어) : _____

_____

본국 : _____

말을 할수 있는 언어들 : _____

_____

초수 도착 일짜 : _____

LAO

ກະລຸນາ ຂຽນລາຍລະອຽດຂອງທ່ານ ເປັນພາສາ ລາວ ຖ້າເປັນໄປໄດ້.

ຊື່ ແລະ ນາມສະກຸນ : _____

ທີ່ຢູ່ (ເປັນພາສາອັງກິດ) : _____

_____

ປະເທດທີ່ເກີດ : _____

ພາສາທີ່ເວົ້າໄດ້ : _____

ວັນທີ່ມາເຖິງອົສເຕຣເລັຍ : _____

POLISH

Proszę wypełnić w miarę możliwości w języku polskim.

Imię i nazwisko: _____

Adres (w języku angielskim): _____

_____

Kraj urodzenia: _____

Znajomość języków obcych: _____

Dapa przyjazdu do Australii: _____

PORTUGUESE

Escreva a informaçao em Portugues onde seja possivel.

Nome: _____

Endereço (em ingles): _____

_____

_____

País de nascimento: _____

Linguas que fala: _____

_____

Data de chegada
em Australia: _____/_____/_____

SPANISH

Favor escribir su información en español

Nombre: _____

Dirección (en inglés): _____

_____

_____

_____

_____

País de nacimiento: _____

Idiomas: _____

_____

Fecha de llegada
a Australia : _____/___/_____

TAGALOG

Kung maari, isulat and impormasyon sa wikang Tagalog.

Pangalan : _____

Tirahan : _____

Pook Ng Kapanganakan : _____

Pananalitang Linguahe : _____

Araw Ng Pagdating sa Australia : _____

THAI

โปรดกรอกข้อความเกี่ยวกับตัวท่าน เป็นภาษาไทย ในช่องว่างข้างล่าง

ชื่อ _____

ที่อยู่ (เป็นภาษาอังกฤษ) _____

_____

ประเทศที่เกิด _____

ภาษาที่พูดได้ _____

วันที่ๆเดินทางถึงออสเตรเลีย _____

TURKISH

Lütfen gerekli yerleri Türkçe olarak doldurunuz.

Adınız : _____

Adresiniz (İngilizce olarak): _____

_____

_____

Doğduğunuz ülke : _____

Konuştuğunuz lisanlar : _____

_____

Avustralya'ya geliş tarihiniz : _____

VIETNAMESE

Điền các chi-tiết của bạn bằng Việt ngữ(nếu có thể được.)

Tên Họ : _____

Địa Chỉ (bằng Anh ngữ): _____

_____

Sinh Xứ: _____

Ngôn-ngữ nói được: _____

Ngày đến Úc: _____

WHAT CRITERIA HAVE BEEN USED, AND WHY

The following criteria have been used in the Learner-Type Descriptions (pp.5–6). The notes identify some of the ways the factors involved may influence language learning and the development of literacy in English.

Oral proficiency in English will influence:

the language resources the learner can draw on in the development of literacy;

the use of spoken language as a strategy in language learning;

the learner's confidence in language learning and literacy development;

the negotiation of needs and learning arrangements;

the learner's access to mainstream Australian society.

Reading and writing skills in L1 will influence the learner's:

cognitive development;

perception of the importance of literacy in English;

familiarity with reading and writing skills and strategies;

familiarity with skills for learning.

Education in L1 will influence the learner's:

reading and writing skills in L1;

perception of the importance of reading and writing in learning;

familiarity with classroom organisation;

confidence in approach to English language learning.

Script in L1 (roman/non-roman) will influence the learner's

familiarity with the English alphabet;

confidence in transferring L1 reading and writing skills and strategies to English;

need to attend to the mechanics of writing.

Previous formal English learning will influence the learner's:

exposure to written English;

familiarity with learning strategies.

Reading and writing skills in English will influence the learner's:

strategies for learning both inside and outside the classroom;

access to linguistic and cultural knowledge;

awareness of the difference between the spoken and written forms of English;

confidence in the classroom.

Expressed interest in reading and writing will influence:
the priority for reading and writing in language learning;
course objectives.

Length of time in Australia* will influence the learner's:
exposure to spoken English;
awareness of written English and its varied purposes;
exposure to the Australian cultural environment;
perceived needs and goals.

* Not specifically stated in Learner Type descriptions but will be taken into account, for example in On Arrival/On Going divisions.

GLOSSARY

Coherence : the sense a message makes.

Cohesion : the way a text is bound together to create a whole meaningful unit.

Cohesive devices or ties : the linguistic elements (i.e. conjunctions, reference system, substitution or ellipsis, lexical cohesion) that hold the text together.

Contextual clues : the non-linguistic features (e.g. pictures, diagrams, logos, colours, headings, layout, bold-print and the physical setting) that provide meaning.

Drafting : the process of getting ideas on paper.

Editing : the process of changing and developing ideas while drafting, or after a draft has been completed.

Ellipsis : where the part of the text that refers back is left unstated, e.g. 'They're going out, but I don't want to [go out]'.

Graphophonic clues : clues from the letters, letter combinations, and the sounds they represent.

Key words : content words that provide important clues to the overall meaning of the text.

Lexical cohesion : the relationship of vocabulary items to the same semantic field through reiteration or collocation.

Miscues : errors made when reading.

Mnemonics : ways of remembering rules or spelling patterns.

Morphemic knowledge : knowledge of word roots and inflections, such as suffixes and prefixes.

Phonic knowledge : knowledge of letters, letter combinations, and the sounds they represent.

Prediction : making informed guesses about the meaning of a text before and while reading.

Reference skills : being able to locate information where it has been organized systematically (alphabetically, numerically or categorically).

Reference system : the words used to refer to objects, individuals or places mentioned elsewhere in the text.

Register : the characteristics of the language used to signify a particular genre. These will depend on
- field– the content area
- mode– the channel of communication
- tenor– the relationship between the reader and the writer.

Scanning : locating specific information in a text while ignoring the rest.

Semantic clues : what we already know about the topic (from the text and our own experience).

Sentence structure : the grammar at the sentence level, i.e. how words are organized to construct meaning.

Skills : what abilities you need to have in order to do something.

Skimming : looking quickly over a text to get a general idea of what it is about.

Strategies : the processes used in order to do something.

Substitution : words used to link parts of the text by referring to objects named elsewhere, e.g. 'If I buy a new car, you can have the old one'.

Syllabification : breaking the word into syllables and dealing with each segment individually.

Syntactic clues : clues from the sentence structure (i.e. the grammar).

Tasks : purposeful real-life activities where some communication takes place.

Visual memory : recalling the way a word looks, including its length, shape and letter sequence.

Word patterns : groups of words that have similar sound-symbol correspondences, such as eat/heat/meat.